

DD/A Registry	OTR Registry
78-1876/4	78-8356

**SECRET**

5 JUN 1978

MEMORANDUM FOR: Associate Deputy Director for Administration

FROM: Harry E. Fitzwater  
Director of Training

SUBJECT: Inter-Directorate Rotational Assignment

REFERENCE: ADDA Memo dated 24 May 1978, same subject

1. As requested in paragraph 2 of the reference, the Office of Training has identified two positions for consideration to be filled through Inter-Directorate Rotational assignments.

a. Chief, Romance Languages Department, Language School. This is a GS-14 job with supervisory responsibility for 21 full-time employees and approximately 12 part-time language instructors. A description of the position is attached. (We would hope to link filling this position through a rotational assignment with the acceptance of [REDACTED] into the Rotational Program as proposed below.) As a general rule, we fill positions of this type by recruiting applied linguists with doctoral degrees usually from the faculty of academic institutions. While we would prefer someone with some educational background in linguistics, for purposes of the Inter-Directorate Program, we would accept a person who is qualified to speak and comprehend one or more Romance languages at the "3" level or better and who has had at least one assignment as an operations officer in a country in which a Romance language is spoken.

b. The second position is that of Course Manager in the Intelligence School or as instructor in Intelligence Analysis. Both positions are at the GS-14 level. The Course Manager position

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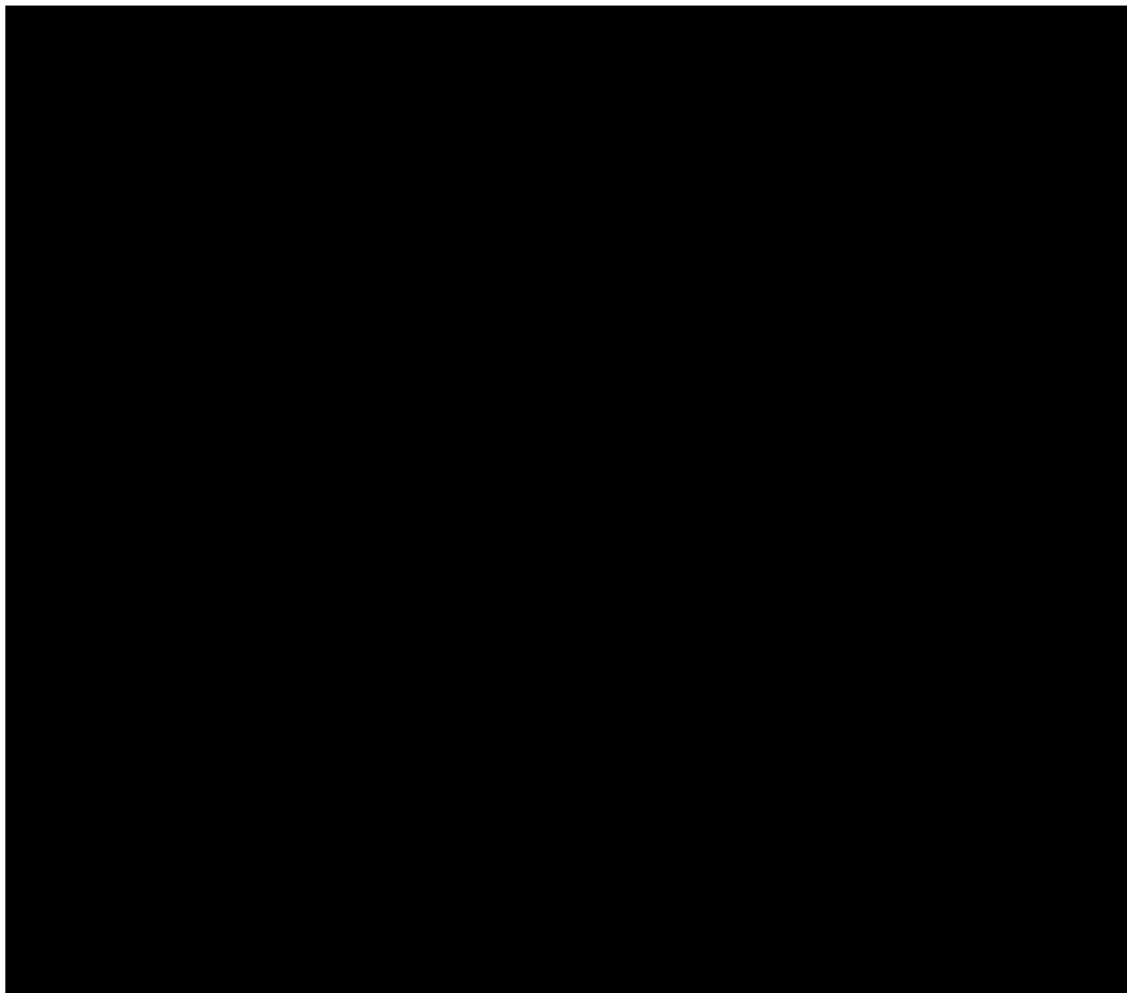
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should be filled by someone with an S&T background--at least a Bachelor's degree in the hard sciences and four years' experience as an R&D specialist or as an S&T analyst. For the alternative position of instructor in Intelligence Analysis, the prospect should have five years' or longer experience as an intelligence analyst in one of the NFAC intelligence production offices. A copy of the position description applicable to both jobs is attached.

25X1A 2. As OTR candidates to participate in the Program, we nominate [REDACTED] Copies of their Biographic Profiles and latest fitness reports are attached.

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Harry E. Fitzwater

Attachments

Position Descriptions (2)

Biographic Profiles (2)

Fitness Reports (2)

FES POSITION DESCRIPTION FOR  
DEPARTMENT CHIEF GS-14  
AND  
DEPUTY DEPARTMENT CHIEF GS-13

*Major Duties*

- Supervises deputy chief (chief), instructors and training assistant; writes fitness reports and letters of instruction; recommends training for subordinates; counsels instructors; serves as member of Language Instructor Panel; interviews instructor candidates and makes recommendations for hiring; helps to recruit and select summer interns; approves compensatory time; assists in instructor training courses.
- Assigns students and instructors to classes; prepares schedule of courses; reviews catalog of courses; approves requests for training; observes classes; approves weekly class schedules; approves field trips and [REDACTED] sessions; participates in [REDACTED] sessions; substitutes in language classes; arranges for safe site training; supervises headquarters language program; develops, directs and participates in total immersion.
- Briefs new students; counsels students; reviews interim and final training reports.
- Monitors proficiency testing; gives and scores proficiency tests; guides the development of tests and standard tape series.
- Guides selection of teaching materials; guides the development of teaching materials; makes recommendations on self-instructional materials; checks library holdings; makes recordings in lab; assures adequacy of recorded materials; supervises collection of audio-visual material.
- Sets goals for language program; ascertains long-term language requirements; establishes and maintains standards; provides information to management through weekly reports, surveys and special reports; makes budgetary recommendations for materials and equipment; attends training courses and Agency conferences; serves on the Linguistics Committee; (chief) serves as member of the Language School Management Advisory Group; conducts liaison with training officers and user components; serves on OTR panels and committees; performs security duty.

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- Attends professional conferences; participates in Interagency Language Roundtable; maintains contact with colleagues and with other government language facilities; helps organize professional development activities for staff, such as visiting linguists, seminars and workshops; contributes professionally to the field through research and publication.

*Factor 1. Knowledge Required by the Position*

- *Skill in using at least one major foreign language at the minimal professional proficiency level or higher; knowledge of other languages under the employee's supervision; knowledge of the socio-cultural aspects of the foreign country or countries where the language is spoken (to monitor performance of instructors and students; to assist with language proficiency testing; to participate in training activities.)*
- *Skill in teaching the foreign language to speakers of English; knowledge of available teaching materials and of language programs elsewhere; knowledge of foreign language teaching principles such as that gained in a masters degree program in foreign language education or the equivalent (to make judgments about materials and courses; to be able to advise instructors; to be able to counsel students about learning difficulties.)*
- *Skill in training and supervising foreign language teachers; knowledge of principles of teacher training, testing and testing theory, curriculum development, and educational research, such as that usually gained in a Ph.D. program in foreign language education or the equivalent (to set goals for the instructional program; to guide the training of instructors; to guide the development of courses; to evaluate instructors' testing ability, and to help guide the development of proficiency tests.)*
- *Skill in supervision and management; knowledge of administrative procedures; knowledge of the Agency's programs and organizational structure; skill in writing (to supervise language instructors and other personnel; to direct the administrative activities of the department, including liaison with user components.)*

*Factor 2. Supervisory Controls*

*The department chief is assigned the task of providing language training in selected languages up to specified proficiency levels. (The chief is responsible for design and implementation of programs to achieve these goals.) [The programs and instruction are considered to be professionally sound and are reviewed for achievement of objectives, not for technical quality.]*

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### Factor 3. Guidelines

Available guidelines suggest broad goals of desired skill levels for students to achieve, and provide no specific instruction on how this should be done. The department chief, using his previous training and experience as his resource, sets specific objectives for training and oversees the development of courses to achieve them. The employee exercises ingenuity and initiative in applying new approaches in foreign language instruction and in developing new and modified techniques. The employee is recognized as an expert in this area and his work is considered to be professionally authoritative.

### Factor 4. Complexity

Supervising employees, assuring professional training of employees, assisting with language proficiency test program, guiding development of materials and tests, and participating in language instructional activities illustrate the broad range of diverse skills, knowledge and activities inherent in this position. Numbers and goals of students, as well as courses, vary continuously in irregular fashion causing severe problems in scheduling classes and instructors. Components frequently request new types of training, sometimes types for which materials and methodologies are not readily available. On occasion, a component, for security reasons, is unable to specify training needs. Conflicting and overtaxing requirements from different components are common.) [Suitable solutions to these difficulties require development of new courses, new approaches to instruction and new ways of utilizing resources.]

### Factor 5. Scope and Effect

To achieve efficient and effective language programs it is necessary at times to cope with unclear goals and unknown future requirements. And meeting conflicting demands on limited resources, many of a priority nature, creates critical situations. (The success of the programs is crucial to the effective work of economists, intelligence officers, political scientists, analysts and many other professionals and is essential to the mission of the Agency. The language skills that these specialists acquire are utilized over a span of years,

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### Factor 6. Personal Contacts

The employee deals with personnel from a broad spectrum of offices in every directorate. These personnel are engaged in such diverse activities as operations, training, intelligence analysis, translation, economics and political science. Further contacts, some regular and some irregular, are made with people from other government agencies and from non-government institutions.

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*Factor 7. Purpose of Contacts*

*The department chief deals with students, training officers and senior component officials to plan and develop programs to meet user needs. Because users are working toward similar ends, they are generally sympathetic with department programs, but at times must be persuaded to accept a particular approach to solutions of problems. Contacts with personnel from other government agencies and from outside government are for exchange of ideas and coordination of efforts in similar programs.*

*Factor 8. Physical Demands*

*Although the work is sedentary, programs which at times are conducted [REDACTED] may require working 14-15 hours at a stretch.*

*Factor 9. Work Environment*

*The work is performed in classroom and office settings, remote training sites and other settings involving normal, everyday risks.*

*Factor 10. Supervision Exercised*

*Element I: Work Planning and Organization*

*The department chief determines number and kinds of classes to be taught; schedules classes and assigns students; determines what kinds of courses can be offered; assigns instructors to courses; determines what are the priorities for instruction, materials development and the administration and development of tests; makes recommendations to meet manning requirements; reviews weekly class schedules and special activities; reviews objectives for courses, the department, and special programs. The department chief informs the chief of the Language School on decisions that have a direct effect on budget, manning and long-term planning for the Language School. The department chief also deals directly with branch and division chiefs of other directorates to discuss new programs, future training requirements, support for special activities and effectiveness of language programs.*

*Element II: Work Assignment and Review*

*The department chief assigns instructors to classes. The degree of initial instruction and guidance ranges from specific suggestions and detailed discussion of the course and approach with junior instructors, to a general review of objectives and activities with senior instructors. The chief visits classes to assess instructor performance, and, in some instances, guides instructors on approaches,*

techniques and classroom activities. It is assumed that instructors know relevant methodology and Agency policy and that the ability to apply them improves with experience and training.

#### *Element III: Personnel Management Functions*

The department chief has primary responsibility for determining number and types of instructors needed to maintain instructional program; interviews and selects prospective instructors, and makes recommendations for position of deputy chief; has complete responsibility for assigning instructors to courses; participates in Language Instructor Panel which has responsibility for making recommendations to the chief of the Language School for promotion of instructors; has responsibility for assuring instructors get appropriate training and other opportunities for professional development; has first-level responsibility for resolving personnel and administrative problems raised by subordinates; (chief) evaluates performance of deputy chief, training assistant and instructors under his direct supervision, provides counseling on performance, and initiates corrective or disciplinary measures; reviews evaluations of personnel done by deputy chief.

#### *Element IV: Scope and Variety of Activities*

Number of persons supervised varies by department and changes frequently within a department. Full-time and regular part-time employees may range from fifteen to twenty, and number of intermittents varies depending on training requirements. There is a deputy chief at GS-13 and a training assistant at GS-06. Instructors' grades range from GS-07 to GS-12. The department has no formal internal structure but is divided informally into various programs by language. The chief and deputy chief each have supervisory responsibilities for a specific number of languages and instructors and share overall responsibility for all of them. The chief has second-level responsibility for all programs and instructors. The department furnishes reading, listening comprehension and speaking instruction and is responsible for giving oral proficiency tests and supporting the development of reading comprehension tests.

TRAINING OFFICER, GS-14  
POSITION NO. BC90  
TITLE: COURSE CHAIRMAN, INTELLIGENCE TRAINING

Major Duties

Performs duties as course chairman for training programs for Agency employees at the beginning (EOD) and advanced (Midcareer) levels of their careers.

Designs, plans, organizes, and manages training programs that focus on the skills and responsibilities of an analyst engaged in the production of intelligence; the organization, missions, functions, and policies of the Agency; the intelligence process from the levying of requirements through all types of collection systems and analytical methods to the production and evaluation of the product; the makeup and functioning of the Intelligence Community's constituent elements; the roles and responsibilities of the DCI; the functioning and organization of the National Security Council; key issues of U.S. national security and foreign policy concern.

Seeks out and schedules guest speakers in all of the above areas. This requires a continuing search through participation in professional symposiums and meetings, and maintenance of contacts throughout the Agency and Intelligence Community.



Writes scope notes, course materials, correspondence and memoranda, and course reports.

Selects reading materials, films, and videotapes for each course. This requires a continuing survey of readings, films, and videotapes available in each of the areas covered in the courses. The review of materials includes those produced by the Agency and the Intelligence Community members, and in non-Governmental sources, such as popular and scholarly journals, newspapers, private film companies, and the major commercial and educational TV networks.

Follows developments in instructional technology for possible incorporation of new presentational means into course planning, such as the use of multimedia techniques.

Develops learning assessment and accountability methods. This requires an understanding of adult learning theory and principles, and instructional technology.

Factor 1. Knowledge Required by the Position

Comprehensive understanding of the intelligence and foreign policy processes, including the institutions and

issues involved. This includes a comprehensive knowledge of the organization, missions, and functions of the Agency; the makeup and functioning of the Intelligence Community; the roles and responsibilities of the DCI; the functioning and organization of the National Security Council. A clear understanding of key issues of U.S. national security and foreign policy concern is necessary. The level of knowledge required is at the advanced graduate degree level, and derived from work experience and formal education. This knowledge base is requisite to the design and organization of the training programs, preparation of scope notes and course materials, and communicating with speakers clearly what you expect them to cover. It is also necessary for the preparation of lectures and briefings. The course chairman is constantly called upon to respond to questions or expand upon topics addressed by other speakers in providing continuity in the running of a training course.

Full knowledge of the intelligence process, from the levying of requirements to the assessment of the finished product. This includes familiarity with all types of collection systems and analytical methods. In an organization where most employees have highly specialized and compartmented responsibilities, the necessary level of understanding of

the process requires continually building a unique data base that is possible only through the combination of rotational work experience and in-depth study on-the-job.

Verbal and written communications skills are essential. The verbal skills are required for lecturing; managing formal and informal discussions; organizing and participating in panels, workshops, and seminars. The course chairman must be able to articulate course objectives and content clearly to class members and speakers. He should be persuasive in engaging speakers and motivating class members to participate actively in programs. Skill in writing is necessary for the preparation of course materials, scope notes, correspondence and memoranda, and course reports. Oral and written communication is maintained with high-level speakers from the Government, business, professional, and media communities.

Working knowledge of adult learning theory and principles, instructional technology, and the application of multimedia techniques (video, film, etc.) to course planning and design is necessary to insure optimum learning. This is an ongoing process, as OTR expands and updates its capabilities in presentational means.

Agency and office regulations applicable to the planning and running of a course must be clearly understood and would include security considerations and processes for engaging guest speakers.

Factor 2. Supervisory Controls

Receives administrative direction from the branch chief in terms of assigned courses to design, plan, and run, and ad hoc requirements for briefings and papers. The assignments are normally carried out independently, with periodic reporting to the branch chief on the progress of course planning and presentation. Normally, supervision is general in nature and primarily concerned with overall planning, course objectives, and measures of effectiveness. The branch chief provides administrative support as required.

Factor 3. Guidelines

General guidelines are normally given in terms of broadly stated objectives and a description of the audience, e.g., "design and run an orientation course for career trainees." These guidelines will be found in the OTR Catalog for existing courses, and will be given verbally or as written memoranda for new courses. The course chairman then has the responsibility for translating these into specific goals and objectives,

and from these determining course content and schedule. The chairman may also recommend course duration and frequency of runnings. The course chairman is expected to continually research Agency and Intelligence Community member organization reports, memoranda and regulations for changes in organizational structures and substantive intelligence priorities as guidelines for setting course goals, objectives and content. Other general and specific guidelines contained in Agency regulations and OTR notices and instructions normally pertain only to procedural matters, including security restrictions and clearances, guest speaker honorariums, processes for hiring annuitants, and the submission of course reports.

Formal guidelines relating to how to plan, organize and conduct courses are virtually non-existent, and the individual course chairman has the responsibility for adapting educational and psychological concepts and methodologies to his own course design and management.

#### Factor 4. Complexity

Planning, organizing and managing training courses involve a series of complex steps and processes.

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For each running of every course, the chairman must initially set goals and objectives, and from these determine the content of the program. This is true whether the course is new or already regularly scheduled, given the dynamic nature of the substantive and organizational subjects covered. To insure the currency of the training program, the chairman must probe and research constantly for changes in organization within the Agency and Intelligence Community or in substantive intelligence priorities. Given the scope of material covered, all courses are of short duration (one of five weeks), and therefore, continual review and revision is necessary to maximize use of time.

Once objectives and content have been determined, the chairman must decide on the appropriate presentational means for each subject. The optimum mix of lectures, films, readings, small group and general discussion, and possibly field trips must be developed. The proper mix in content and presentational means is a very complex calculation, involving judgments of logic, weighing of bureaucratic sensitivities (particularly the coverage devoted to one office or component's mission and activities as against that of another office), and assessment of the audience. The audiences for different courses vary significantly in perspectives, experience and expectations. The bureaucratic factor often proves particularly intractable, and requires considerable tact and diplomacy on the part of the chairman.

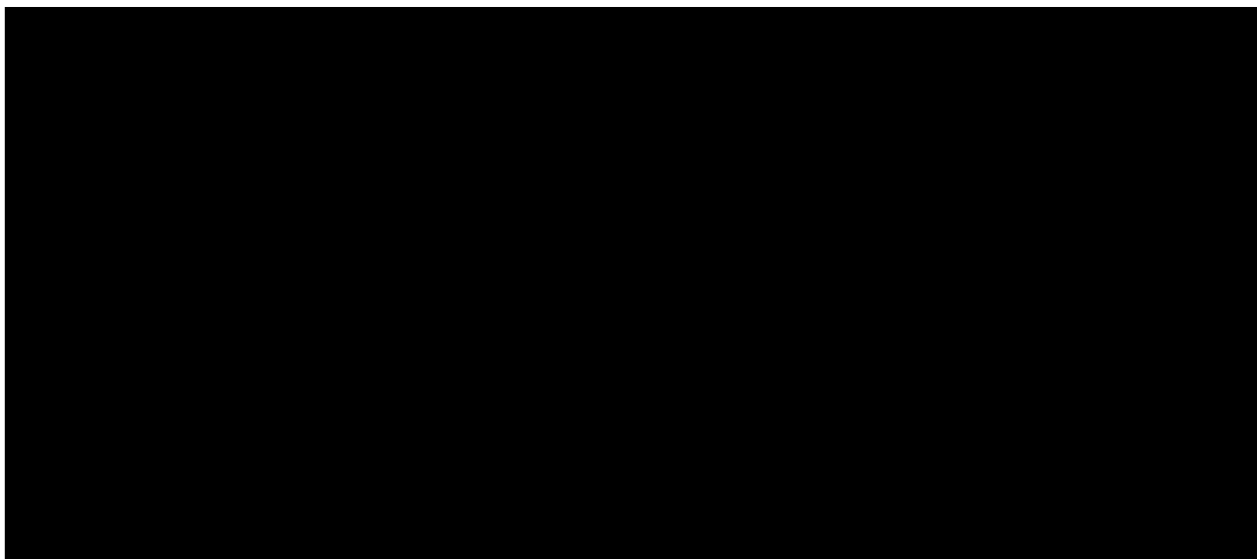
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Most speakers come from other Agency offices, Government organizations, or public and private institutions. The chairman must develop and maintain contacts throughout the Agency and the Community to identify suitable speakers for the many topics in his programs. Then he must accommodate the potential speaker's primary work schedule in securing his participation. These speakers will include individuals at senior levels up to including the Director of Central Intelligence. The balancing and sequencing of blocks of instruction to facilitate participation of the most qualified spokesmen on given topics while maintaining logical continuity require considerable wisdom and imagination.

Frequently the most qualified speaker is not effective as a lecturer. The chairman, therefore, may seek to develop the most effective format--panel, question-and-answer session, open or small group-discussion--in lieu of a formal presentation. The chairman must also be skilled and tactful in communicating with each speaker precisely what he wants discussed, the context of the presentation, and the nature of the audience. The inherent complexity of being conversant in these three areas is apparent, and underscores the importance of dialog with speakers for sustaining the logical flow of the program.

The chairman is also concerned with logistical arrangements, a task involving considerable detail and particularly complicated when the training is given at a remote training site. This chairman has as one responsibility running the Midcareer Course, which is conducted during half of its five-

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The variety of intricate processes and sometimes unyielding problems requiring resolution does not end with the beginning of the course. During each training program, the chairman can expect to be called upon to make adjustments in response to unanticipated problems, such as speaker cancellations or rescheduling, transportation delays, and security restrictions.



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The chairman is responsible for sustaining class involvement and interest. The variety of audiences was cited earlier. The chairman has the added task of "facilitator," encouraging exchange among students that can be as important in the learning process as knowledge acquired from scheduled presentations. This role is complicated by the occasional presence of a class member reluctant to take an active part in the program. The chairman must also be alert and astute in handling potentially disruptive situations involving disagreements between speakers and class members. He must also be sensitive to particular needs of the class, and prepared to ask speakers in advance to alter the focus of their remarks or adjust the schedule to add new material. The chairman is often called upon to attend to student personal problems while under pressure of his primary responsibility for course administration. This is particularly true at remote training sites where the chairman is the one immediately accessible individual with authority to initiate action.

During courses, the chairman can expect to be involved in many duties simultaneously, from hosting speakers, running equipment, handling student needs to resolving schedule problems. And finally, the chairman must display the objectivity necessary to evaluate accurately the effectiveness of the training offered.

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Factor 5. Scope and Effect

The chairman is responsible for training programs that serve as vehicles through which senior Agency management, including the DCI and DDCI, may communicate their goals and policies to Agency personnel. In turn, through participation in the several runnings of training programs and particularly the Midcareer and Introduction to CIA courses, senior management is informed on a regular basis of perceptions and expectations of a cross-section of Agency personnel. These managers have the opportunity to correct immediately misperceptions, and clarify their own expectations of the roles and responsibilities of class members. Thus, the courses provide unique lines of communication to assure that the Agency's missions and functions are understood by those expected to lead, manage, and execute them.

The courses further enhance the effective performance of the Agency by giving officers a clearer understanding of the data bases, and the collection, analytical and support systems and services available, as well as a network of new contacts throughout the Agency generated within the class itself. Substantive presentations by speakers from within and outside the Agency may offer new information, points of view and perspectives to officers working on related problems.

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The Agency is served by the contacts of class members with speakers from outside our organization. Class members may gain fresh insights into the missions and functions of other members of the Intelligence Community, and a new regard for their capabilities and ways in which they might work together. The dialog with students clearly can have the reverse impact also, breaking down unjustified barriers between organizations. Clearer understanding of one another's responsibilities and perceptions is also achieved through the dialog accompanying participation by speakers from the private business and academic sectors and other Government organizations.

Factor 6. Personal Contacts

Class members represent a broad cross section of Agency employees, including new professional and clerical employees, Midcareerists, and others with varying lengths of service in the Agency.

Agency Speakers from analysts/case officers up to and including Deputy Directors, the Director of Central Intelligence, non-Agency experts in a wide-range area of intelligence concerns from the Government, academic business, and media communities.

Factor 7. Purpose Approved For Release 2001/09/05 : CIA-RDP81-00142R000500060025-7

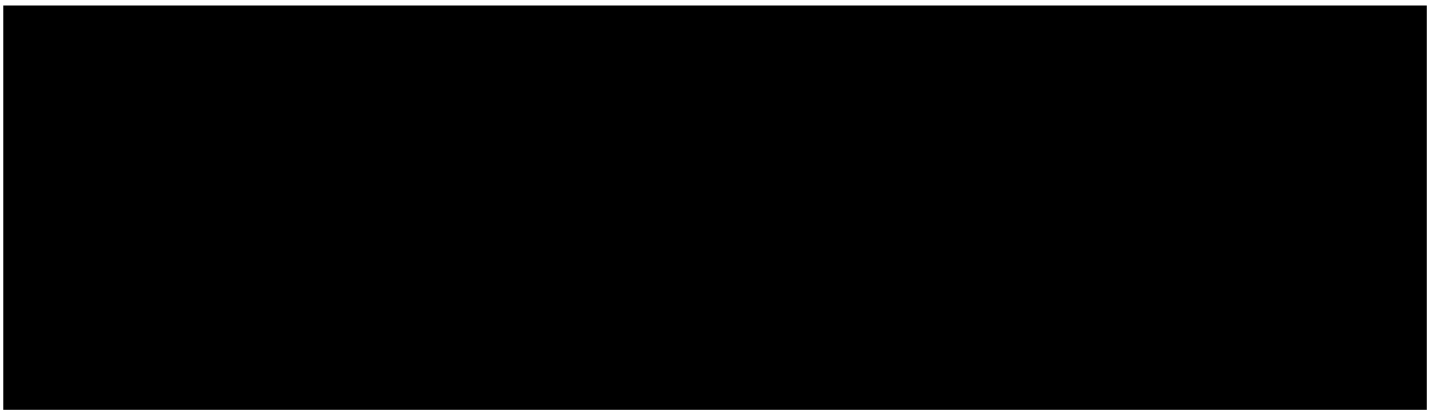
The overall purpose of all contacts is to insure that the programs meet their objectives and constitute an effective response to the Agency's needs they serve. More precisely:

- contacts with senior managers, on occasion including the DCI and/or the DDCI, are to schedule their participation in courses, and the format and content of their presentations; to discuss course content and objectives, and invite recommendations for making branch training responsive to Agency needs; to gain understanding of senior leadership and management perceptions of Agency goals, missions, and activities.
- contacts with representatives of Government, business and academic communities are to schedule their participation in courses, and the format and content of their presentations; to solicit recommendations for new subjects and speakers, and gain access to the latter; to discuss the function of training in the Agency and its contribution to the total Agency mission.
- contacts with class members are to communicate the objectives of the course and what is expected of them; to develop an open dialog for immediate feedback on

the effectiveness of the course; to gain clarification of their expectations; to invite recommendations for changes in content, format, and focus.

--contacts with supervisors of class members provide feedback on the impact of the course on the class member's job performance; recommendations for focus and content of future runnings.

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Factor 9. Work Environment

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The work is performed in the classroom and offices, [REDACTED] and occasionally at non-Agency facilities in the metropolitan area, and involves normal, everyday risks.

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### ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Inter-Directorate Rotational Assignment

OTR Registry  
18-8356

FROM:

DTR  
1026 C of C

EXTENSION

NO.

DATE

5 June 1978

TO: (Officer designation, room number, and building)

DATE

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OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

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